BEACONSFIELD PRIMARY SCHOOL BUSINESS PLAN 2018 –2020

1 Quality
Developing high quality teaching and learning across the school

2 Success
Nurturing the whole child to achieve successful outcomes

3 Engagement
Engaging all facets of our unique school context

4 Belonging
Creating a culture of connection and belonging

BEACONSFIELD PRIMARY SCHOOL

1 Quality
Developing high quality teaching and learning across the school

1.1 All staff will develop effective practice, skills and knowledge to ensure high quality teaching and learning.

1.2 All staff will engage in high quality professional learning, aligned with the School Business Plan or as indicated in Performance and Development goals.

1.3 Identified aspirant leaders to develop leadership capabilities.

Whole School Teaching and Learning

Implement iSTAR as a whole school model to focus on explicit teaching and develop a consistent language for learning.

Appoint Literacy and Numeracy instructional leaders to coordinate programs and develop a consistent approach to teaching and learning.

Support teaching and learning through a leadership model of curriculum leaders and phase of learning leaders with an allocation of time.

Timetable collaborative DOTT times for year level planning, assessment and moderation.

1.6 Performance and Development processes will be aligned to the AITSL standards, the Business Plan and identified professional goals, with staff satisfaction of 3.8 or above in the National Schools Opinion Survey 'I receive useful feedback about my work at this school'.

Teachers and Leadership

Appoint curriculum teams to support the implementation of the Western Australian Curriculum.

Provide staff with professional learning linked to the Business Plan and whole school programs. Ensure new staff have access to induction, mentoring and professional development in whole-school programs.

Support staff leadership aspirations through a distributed leadership model and provide opportunities to lead groups, programs and projects across the school.

1.4 Implement high quality, whole school approaches and pedagogies.

1.5 There will be a whole school assessment timeline and moderation schedule for core curriculum areas.

Performance and Development

Implement a Performance and Development Plan based on the Department of Education Performance Management Policy, AITSL teaching standards and the Beaconsfield PS Business Plan.

Investigate models of Peer Observation and growth coaching to build practice and pedagogy across the school and improve teacher performance.

Timetable collaborative DOTT times for year level planning, assessment and moderation.

2 Success

Nurturing the whole child to achieve successful outcomes
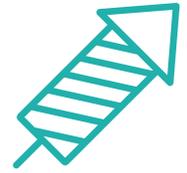
2.1 The overall performance of Year 3 and 5 students to be equal to or higher than like schools for all NAPLAN areas.

2.2 Student Progress and Achievement to be equal to or above like schools in 2017 – 2019 and 2018 – 2020 for all NAPLAN areas.

2.3 85% of IEC students will achieve Level 4, across all language modes, on the EAL/D Progress Maps within 12 months of enrolment (24 months for limited schooling students)

Academic Targets

Promote a culture of high student expectations through shared understandings, explicit learning intentions and effective feedback.

Provide a differentiated and inclusive curriculum to meet the needs of all students. Adopt appropriate intervention to students identified in through assessment and in consultation with classroom teacher.

Investigate and implement a process of assessment collection to measure progress and monitor achievement of IEC students, including an intervention program for those identified as unable to meet targets in allocated timeframe.

Data Informed Targeted Teaching

Implement a whole school assessment schedule with data stored on the shared drive. Provide professional learning on data analysis and allocation of time to review school data.

Identify students requiring intervention through KAT, On-Entry Testing, NAPLAN, PATS, Progress Maps, UK Phonics Screener and teacher directed assessments. Retest students identified through On-Entry Testing in Pre-Primary in Years 1 and 2 after intervention.

Appoint a Learning Support Coordinator to manage support programs, assisted by other available staff and volunteers.

2.4 School and system assessment data will be used to inform planning, differentiate the curriculum and identify trends across the school.

2.5 Students identified as SAER through data analysis will participate in designated support programs to successfully access the curriculum.

Non-Academic Targets

2.6 There will be an increase in students achieving 'consistently' and 'often' in ABE on formal reporting to parents

Explicit teaching of the school values and social skills.

Align the RTP ABE descriptors to the school values and develop a shared understanding of these indicators.

STEM and Technologies Skills

Provide support and resources for teachers with the implementation of the Technologies curriculum and ICT integration .

Provide opportunities for students to be involved in extra-curricular STEM events.

2.7 Students will build STEM skills across the curriculum

Business Plan Targets

2.8 All stakeholders will be involved in a systemic approach to monitoring targets and tracking the business plan strategies to ensure successful outcomes

Develop a tracking document and online system to monitor the business plan and store documentation. Provide staff with dedicated time to monitor and review progress.

3 Engagement
Engaging all facets of our unique school context

3.1 The average attendance rate will improve from 93% to 95%. Regular attendance and at-risk categories will be equal to or better than like schools.

Behaviour and Engagement

Commit to becoming a PBS school in order to develop a consistent approach to behaviour management based on best practice.

Develop tracking sheets to make students link behaviour to the values and allow for tracking of particular behaviours across the school.

Develop management plans for those students identified as being at behavioural risk.

Promote school values through explicit teaching and modelling, through visuals in the classroom and throughout the school, newsletter, merit awards and assemblies.

3.3 There will be an integrated approach to engagement of the staff, students and families from the Intensive English Centre and Rottnest Island Campus to ensure a cohesive and collaborative approach.

Community & Board Engagement

Encourage outside community participation and engagement in the school through Playgroup WA and volunteer programs.

Engage parents through meetings, assembly morning teas, open nights and special-occasion events across the year. Provide timely and ongoing information on events and class news communicated through newsletters, website, email and the school app. Investigate methods to increase parent-teacher communication.

Provide school plans, policies and documents on the website to promote engagement, including translations for IEC parents.

Promote the Board through newsletters, assemblies and events. Ensure the board is representative of the school community and reflects the unique context of the school.

Attendance Targets

Enhance record keeping practices and accuracy of attendance data. Embed daily monitoring of attendance and rigorous processes of follow-up contact with parents.

Communicate with the school community the high expectations for student attendance and the connection between attendance and outcomes.

3.2 There will be a whole school approach to behaviour management with a focus on positive engagement of students and the school values; and parent, staff and student satisfaction of 4.0 or above in the National Schools Opinion Survey 'Student behaviour is well managed at this school'

Across Campus Engagement

Provide opportunities for cross-campus events and visits (e.g. excursions, sports carnivals, camps, Fathering Project events), supported with a buddy class system.

Use newsletters and open days to make IEC and Rottnest visible. Use of interpreters and transcribed notes to provide equity of access and to engage IEC parents.

Partner with the Fremantle Multicultural Centre to meet the diverse needs of the IEC parents and community

3.4 Maintain and strengthen positive relationships between the school, board, parents and the community, with a parent satisfaction of 4.0 or above in the National Schools Opinion Survey 'This school has a strong relationship with the local community'.

4 Belonging

Creating a culture of connection and belonging

4.1
There will be a comprehensive, evidence-based approach to student health and wellbeing, with a student satisfaction of 4.2 or above in the National Schools Opinion Survey 'I feel safe at my school' and 'I like being at my school.'

4.2
The school will implement a sustainable approach to positive staff health and wellbeing, with a staff satisfaction of 4.2 or above in the National Schools Opinion Survey 'Staff are well supported at this school'.

Student Leadership

Adopt a school leadership structure that is inclusive and provide opportunities for students to enhance their leadership skills.

Students involved through weekly student leadership meetings, student-led assemblies and student committees as identified by students to address areas of defined need.

4.4
Provide extra-curricular programs that connect staff, students and the community with the school.

Positive School Culture & Environment

Introduce a new school logo, school website and signage. Use consistent and professional branding and messaging across the school in all communication.

Develop a school song, update motto and school uniform policy to promote school pride and connection.

Form a committee to oversee the development of a planned and sustainable approach to the improvement of the physical environment.

Use the WasteWise School model to promote environmental responsible and sustainable practices throughout the school. Use of student leaders to drive student involvement.

Health and Wellbeing

Implement Friendly Schools Plus as a whole school program to social and emotional learning and support the explicit teaching of strategies that promote positive well-being and address bullying behaviours.

Investigate external providers of pastoral care programs to support the health and wellbeing of students (e.g. school chaplain program, AIEO or similar).

Encourage healthy lifestyles through Breakfast Club, morning fitness, Crunch and Sip and similar initiatives.

Implement a companion dog program to support students with increased anxiety and behavioural difficulties.

Prioritise staff stability. Acknowledgement and celebration of staff achievements and successes

Investigate staff team building exercises to engage and connect staff throughout the year. Prioritise staff well-being activities in PL and staff meetings.

4.3
Students will have a voice within the school and demonstrate their leadership capacity, with a student satisfaction of 3.8 or above in the National Schools Opinion Survey 'My school takes students' opinions seriously'.

Extra-Curricular Programs

Investigate platforms for students to perform or participate in school and community events (e.g. choir and band performances)

Link current facilities, such as the kitchen, garden and STEM resources, to the Western Australian Curriculum.

Build on cultural opportunities provided through the Languages program and the IEC.

4.5
The school culture and environment will be positively promoted to the wider community.

4.6
Create a physical school environment that promotes a sense of pride and belonging in the school, with a parent, staff and student satisfaction of 4.0 or above in the National Schools Opinion Survey 'This school is well maintained'.